



Journal Homepage: www.ijo-bs.com

International Journal of Business Society

Contents lists available at: <https://www.ijo-bs.com/issue.html>



THE IMPACT OF TECHNOLOGY AND ONLINE SKILLS & RELATIONSHIP ON THE READINESS OF THE LIBYAN STUDENTS FOR USING MOOC

Ebrahim Ali Elburase¹; Adam Amril Jaharadak²

¹ School of Graduate Studies [SGS], Management Science University, Malaysia, ebasar2014@gmail.com

² School of Graduate Studies [SGS], Management Science University, Malaysia, adam@msu.edu.my

Information of Article

Article history:

Received: 15 July 2019

Received in revised form:
10 Aug 2019

Accepted: 15 Aug 2019

Available online: 20 Oct 2019

Keywords:

Technology Skills,
Online Skills & Relationship,
The readiness of the Libyan
Students,
MOOC.

ABSTRACT

This study aims to discuss the readiness of Libyan students to use the MOOC in their processes of studies. This study followed the quantitative research approach. Total study population of this study is the Libyan students in the university of Tripoli city. The total students at Tripoli University are 90,043 students. Based on Krejcie and Morgan (1970) sample size tables, the study sample of this study is 377 students. This study questionnaire is adopted from previous study by the Ministry of Education in Malaysia under the National Higher Education Strategic Plan. The SPSS version 23 proposes detailed analysis options that view the data thoroughly and determine trends that have not been recognized. The correlation test is assigned to test the relationship significant and directions among the study constructs, while the regression test was used to determine the impact of each assigned factors within the construct on the dependent variable of the study. The study has found out that there are significant and positive relationships between technology skills and online skills & relationships, and readiness of Libyan students for learning by using MOOC.

1. Introduction

The higher education outcome in Libya is having serious issues (Elkaseh, Wong, & Fung, 2016). In this regard, according to the higher education ministry of Libya; the graduation rate from the Libyan university have declined sharply over the period 2011-2016, which can be sourced from the internal conflicts and lead to lower the attendance of the higher education students. This issue has formed a real challenge for the higher education system to figure out an alternative or complementary solution for this obstacle. Online courses are considered as one of the good choices for the students to fill their weakness. Elkaseh, et al. (2016) have highlighted a new learning preference by the higher education students toward employing the technology in learning.

Smith (2013) finds that students achieve high performance for information technology subject, when they spent more time learning the information technology subjects outside the classrooms. The outside classes formed an interactive environment for students rather than inside classrooms. Massive Open Online Course (MOOC) is considered as an additional step into the new era of knowledge, which works to break the constraints of limited scope of course knowledge. University students are obliged to follow their teachers and books contain; it forms a limitation of knowledge that unable to cross it. Educational institutes need to improve their strength to keep positive images with their various constituents, and the way to do this is to take full advantage of the opportunities the website provides (Caglar & Montes, 2012). The importance of MOOC has received more attention during the last eight years, which is the age of MOOC concept. Researchers have shown that MOOC can contribute to student learning and improve their academic results in all areas (Chauhan, 2015; Follis, 2015; Zou, 2016).

Assessing the quality of education becomes one of the main pillars of ranking nations development, several global institutions have adopted different methodologies for evaluating the higher education system around the world. In this context, the Libyan higher education is out of the ranking of many assessment organizations such as the Organization for Economic Co-operation and Development (OECD, 2016). The higher education system in Libya suffers from many challenges, the lack of meeting the international standard of higher education is considered as one of the main challenges, which faces by the Libyan education system due to the unsteady situation within the country (Alzain,

Clark, & Ireson, 2014; Imabruk Abdelsadeq, Ismail, & Abdullah, 2014). Several previous studies such as (Barba, Kennedy, & Ainley, 2016; Freitas, Morgan, & Gibson, 2015; Yuan, Powell, & CETIS, 2013) find an improvement in student achievement post the implementation of the MOOC. In this regard, this study tries to fill the gap of the lack of the higher education outputs achievement in Libya by adopting the MOOCs. In addition, Brinton et al. (2014) conducted a study about the correlation between MOOC students' behavior and drop-out rates. Although the findings of this study considered discussion forum activities to understand the students' behavior, this study did not explore the impact of readiness factors of MOOC students on the completion of the course.

Based on the ministry of higher education reports; the higher education outputs over the period 2011 to 2016 is suffered a sharp declining, which is due to the higher absent percentage of students that resulted from the internal conflicts, besides the breadth of the geographical area within the country, and the lack of online libraries and open learning sources as well. This study considers this issue as an obstacle to the higher education system in Libya, as it isn't expecting to keep up with the advanced learning technology under the current situation. For this purpose, providing an integrated solution for this obstacle, the MOOCs are considered as one of the best choices for improving the students' skills and close up the resulted gap of the technology differences.

This study aims to discuss the readiness of Libyan students to use the MOOC in their processes of studies. For that matter, this article will discuss two major factors that affect the readiness of students to use the MOOC, which are technology skills and online skills & relationships.

2. Key Definitions

2.1 Massive Open Online Course (MOOC)

The massive open online course (MOOC) is a specific area of development in distance learning, which consists of world-wide participants who have access to the course via the Internet with no formal accreditation. These courses are massive in the sense that they can attract thousands of participants (Martin, 2012). They are open and free, allowing participants to use the network to distribute and share their thoughts, experiences, knowledge, ideas, and understanding. Massive open online courses provide structured curriculum and give participants the authority to make their own social and conceptual connections to meet their learning needs by automated means and manage their own learning (Tschofen & Mackness, 2012). As learning has moved from instructor centered to learner-centered, learners are seeking a place where they have the ability to create their own learning network, preferred tools, and sources. An additional feature is learning is no longer limited to formal institutions. People who rely on MOOC are able to learn via the network and create their own learning environment outside of formal institutions. In order for MOOC learners to achieve their goal of creating their learning environment and learn by themselves using multi online tools, they need to be self-directed to take control of their learning (Väljataga & Laanpere, 2010).

2.2 Technology Skills

Technology is a relevant factor that determines in the medium and long term the success or failure of companies, since this constantly modifying the technological-business activities, in some way also conditions the entry of new companies. Transformations that generate new mechanisms of competition between the companies and, consequently, new skills to acquire among the entrepreneurs.

But what kind of skills do modern entrepreneurs need to succeed in their businesses? To the managerial, social and commercial abilities, the technological ones must be added. A technological skill is the ability to effectively use technological knowledge.

The development of capabilities can occur in different ways. At empirical level, that is to say, the entrepreneur in a self-taught way investigates about the tools, uses them and applies them in his business environment; At the level of educational extension, some universities offer decimating and Internet courses and it is the job of the entrepreneur to apply them in their company, and at enterprise training level there are specialized courses for the development of those skills.

Globalization and the liberalization of trade barriers have transformed business structures, which has led to the need to learn to use and develop technological skills that allow the entrepreneur to face his competitors under the same conditions. However, there are entrepreneurs who consider the use of technology as an external agent or do not see it as a development platform for their organization.

2.3 Online Skills & Relationships

Online data has continuously become a famous reading source during the two decades. Given this pattern, the problems related to the skills required for reading online and whether those skills vary from those used for reading on paper have been consulted as often as possible. Although most researchers agree that online reading capabilities are more

mind-blowing than paper reading abilities, several definitions have been proposed. Some researchers, who focus on advanced conditions, characterize data preparation skills online as data and exchange technology skills (ITC) / computer skills / information education (Eisenberg, 2010; Karchmer, 2001). For example, the United Nations Educational, Scientific and Cultural Organization (UNESCO) notes that advanced data is not only latently recognized. People need to develop the ability to discover data in many hypertexts, study its validity and choose whether to recognize the data or keep looking for more important data (Catts, Lau, Statistics and Program, 2008). ISTE (International Society for Technology in Education) (2007) advanced competency pointers for elementary students, include: (1) the ability to find, compose, dissect and incorporate tremendous data in view of morals; (2) the ability to correctly evaluate and select data sources and computerized devices that depend on the work that needs to be done; and (3) the ability to process information and inform occurs.

3. Connectivism Learning Theory

The grown turnout of teachers and learners to engage in this new approach of knowledge sharing and acquiring led educational theorists, Stephen Downes and George Siemens to promote the connectivism learning theory which is also called a learning theory in digital age. This theory assumes that the network creates a large body of knowledge. The base unit of connectivism is the individual that in turn creates a system. The teachers and peer learners send and receive among this system, ideas, opinions and academic topics in different forms. In connectivism the key point for individual is to be connected rather than his/her current knowledge status. The groups have been created from individuals who share common scope and the merit that the participants keep updated in the topics of interest. These events keep a well-organized flow of knowledge. Connectivism theory interpreted how the body of knowledge flow has switched from categories and hierarchies to networking and multiple ecologies. The knowledge development in an exponential-like mode and complexification of society need nonlinear model of learning (G. Siemens, 2004). Not only the individuals; the institutions obviously would be affected by this dramatic change. The learner receives huge numbers of opinions and ideas among the network that let him/her to conclude a final decision which in turn enable quality study and patterns understanding (G. Siemens, 2006). Connectivism is figured out as actionable knowledge where the determination of location where to pick up the knowledge maybe important rather than what this knowledge includes. A mediator is needed to monitor and to arrange internalize opinions and ideas by learners that may keep knowledge available at all the time (Saettler, 2004). However, a definite sort of knowledge, a learner should commit to be actual source of it beyond the network. For instance, a patient is expected to be unsatisfying if doctor being dependent to the network in making decision about diagnosis and treatment. With connectivism every new single idea would be examined by wide diversity of populations. This facility allows generations to solve the increasing numbers of question (Duke, Harper, & Johnston, 2013). It is obvious how the collaboration has been extremely altered from year to year and that the teachers and technologists have to consider these changes to optimize learning process. The connectivism learning is based on the collaboration through the participants in a certain community learning (Dede, 2008). Although considering connectivism as learning theory is still controversial, in reality it seems the most recent concept that able to meet the rapid change in our world. This is one of the arguments that were provided by Siemens to support his viewpoint and evolved theory (G. Siemens, 2004). In order to exploit the connectivism theory and in purpose of experimenting, Siemens and Downes opened an online learning in 2008 at one of the Canadian universities. At the outset, 25 payable students registered to join these courses and finally about 2,300 students registered when they encouraged by offering the course free without giving them credit to complete the course (Cormier, 2010) . In 2011, Thrun and Novig launched an online course which targeting any interested individuals all over the world. More than 160,000 learners registered from up to 190 countries around the world. These events allowed presenting MOOC to the mainstream education (De Waard et al., 2011). In regard of cognitive constructionism, it has been suggested that connectivism supports the two principles of learning that defined by Jean Piaget; first, the learning should be delivered in active manner and second, it should be linked to the real life; connectivism enhance active learning and support constructionism as it allows the learners to be actively engaged in the body of knowledge through the technology and being connected to various networks enabling them to recognize and explain the pattern. Furthermore, it gives the learners the ability to adapt to the social networks and be in touch with specialists in particular fields of knowledge (Piaget, 1977). Individuals are connected to the hubs and have the ability to enhance and endorse the flow of knowledge.

4. Literature Review

The need for access to higher education in most countries has meant that traditional education adapts to the new challenges involved in the integration of information and communication technologies (ICT) in its spaces and, in addition, has forced emergence of new educational modalities such as online education and combined (or mixed)

education, which are constantly evolving to meet the requirements of today's society (Cabero, 2006, Villasana & Dorrego, 2007).

In this research, the concepts used in the Technological Acceptance Model (TAM) and those of various researches (Davis, 1989a, Venkatesh, 1999, Castells, Tubella, Sancho, Díaz, & Wellman, 2002, Silvio, 2003, Rodríguez-Conde, Martínez-Abad, & Olmos-Migueláñez, 2013, Ramírez-Martinell, Casillas, & Ojeda, 2013), since the TAM since its inception has helped explain the adoption of the information systems used in small, medium and large companies and in various educational institutions. This in order to have a unified vision of the technological skills possessed by university students.

The goals to achieve to dispel the technological gap have become unattainable for many nations, so it is important to facilitate access to digital devices and the Internet, and also to take actions to reduce the knowledge gap. Now, we are also facing inequality in terms of the technology knowledge of the citizens of the countries. Tello (2007) reinforces the idea that knowledge opens the doors for the design, production, import and export of technologies that meet the needs of each place.

To base the data shown in this study, the models and theories that have been used to explain the acceptance of technology by users were examined and a link was made between the variables of the Technology Acceptance Model (Davis, 1989b) and proposals in the project "Digital divide between students and professors of the Universidad Veracruzana: cultural capital, school trajectories and academic performance, and degree of technological appropriation" (Ramírez-Martinell, Casillas & Ojeda, 2013).

The results obtained by the students of the USAC that participate in the mixed modality provide valuable data for higher education institutions, because it is corroborated that the combination of face-to-face education and online education generates a robust modality that offers excellent opportunities for society and that has been called: mixed or combined education.

The integration of the different educational modalities in higher education has forced the strengthening of the technological infrastructure and expansion of connectivity to the Internet, which has also involved extensive work in terms of training of teachers and students in the use of technology. TIC.

To successfully assume its incorporation into the intelligent organizations of 21st century society, professionals in different areas of knowledge inserted within the Western world must, inexorably, obtain competences in the use of information and communication technologies (ICTs) in their Education University or extra-university. Both public and private university have assumed, within their possibilities, this challenge by installing a techno structure in their spaces that enables their students to reach the level of technological competitiveness demanded by the so-called knowledge society or info society. Noting that 100% of them offer free access to the Internet in order for their students to explore the largest library dreamed by man. Likewise, the Venezuelan State has also responded to the call of the third millennium with the decree of Internet No. 825 issued in 2000 under the government of Hugo Chávez Frías where it is estimated:

"That the National Telecommunications Plan aims to insert the nation within the concept of the knowledge society and interrelation processes, taking into account that, for the development of these processes, the global network called the Internet, currently represents and in the years to come, a means to interrelate with the rest of the countries and an invaluable tool for the access and dissemination of ideas. For which it establishes within its articles: Article 7: "The Ministry of Education, Culture and Sports, in coordination with the Ministries of Infrastructure, Planning and Development, and of Science and Technology, will present annually the plan for the provision of access to the Internet in schools and public libraries, establishing a goal to that effect".

The aforementioned demands university as organizations that permanently seek academic excellence, be pioneers in offering telematics services in support of their academic activities aimed at the development of technological skills that allow the new graduate to enter the socio-productive sector and meet the demands of your work environment. (National Telecommunications Plan, 2000).

According to the studies of Monroy (2002) the use of the internet in a massive way is recent (1995). However, it is essential to know the impact and use of the different segments that make up our society. Today, public and private university have a substantial investment in infrastructure for interconnectivity and the obligatory question is, are their students giving adequate academic use to the Internet? Are the university preparing their students for access to the Internet? the information available on the Internet?

The impact of the Internet in today's Venezuela is addressed in some studies, among which stand out: the Digital Trends, whose objective is focused on market research, technology and the Internet, to enable decision making in all aspects related to the online world such as advertising, content and electronic commerce, among others. (Digital Trends, 2006). In the results of his latest study on "penetration and use of the Internet in Venezuela" it is asserted that

currently the number of users is located by the end of 2005 in two million people, while Venezuelans who have ever used Internet amount to three million four hundred and seventy-five thousand.

Of this population, 62% have higher education while 32% have only secondary education, with these users concentrating in D and E strata by 81%. On the other hand, the favorite place of connection is through cybercafés, while only 10% indicate their preference for study centers and 20% at home. Situation that allows us to interpret that university do not have enough techno structure to meet the information needs of their students. Aspect that we will return later to discuss the results obtained in the present investigation.

Another study on this topic was made by Portillo (2000) who determined the use of telematics services for teaching and study purposes by professors from the Faculties of Humanities and Education and Architecture of the University of Zulia. Likewise, the incidence of some factors was verified with the use or not of said services, namely: user characteristics (age, sex, level of education, user category, geographical location), level of training, level of information satisfaction, availability of access, and benefits obtained.

5. Methodology

This study experienced the quantitative methodology of research. The methodology incorporates four parts such as study design, measurement, the process of data collection and data analysis method. All of these parts are described in this study. The methodology of study provides the important method that collects, gauges and analyzed the information. There are different means and instruments that can be exercised by researchers for grasping essential information.

Quantitative study methods seek to increase objectivity of the discoveries, and are appealed to prognosis. Anticipation is important method that a researcher will share his or her practices, understanding, and preconception to ensure objectivity in the implementation of the study. The important methods of several quantitative studies are the utilization of tools like surveys to gather data, and improve on feasible theory to analyze the statistical hypotheses that respond to the questions of research.

Total study population of this study is the Libyan students in the university of Tripoli city. Identifying the proper sample size for a study is that able to give a wide perception toward answering the study question. Several previous studies have paid attention toward determining the optimal sample size for research. Krejcie and Morgan (1970) come out with an equation that takes into consideration the clusters proportion within the population and the needed accuracy level. The total students at Tripoli University are 90,043 students. Based on Krejcie and Morgan (1970) sample size tables, the study sample of this study is 377 students.

This study questionnaire is adopted from previous study by the Ministry of Education in Malaysia under the National Higher Education Strategic Plan, which has conducted for the purpose of assessing the readiness of the high education students for MOOCs.

Collecting the primary data of this study was hand by hand from the respondents in the study location in Tripoli city. Before proceeding to the data collection, a permission request was sent to each university management to get the approval to collect the data. The expected time for collecting the primary data was one month.

The whole data was mainly entered into Microsoft Excel and then analyzed with SPSS software. The SPSS version 23 proposes detailed analysis options that view the data thoroughly and determine trends that have not been recognized.

The correlation test is assigned to test the relationship significant and directions among the study constructs, while the regression test was used to determine the impact of each assigned factors within the construct on the dependent variable of the study.

6. Results

This study has used a random sampling method in terms of distributing the questionnaires and selecting the samples for the study. Using this type of technique requires analyzing the respondents' profiles. The respondents' profiles test aims to identify and recognize each sample that was selected to participate in the research. The main reason for the respondents' profiles test is to make sure that all the samples were chosen and selected randomly. This test has several classifications to identify the respondents, which are gender, age, educational level, and experience of using Internet. The male category possessed 51.8 % of the total number of respondents, with $n = 192$. The female category possessed 48.2 % of the total number of respondents, with $n = 179$. The age category was including from 18 – 25 years old category possessed 49.3 % of the total number of respondents, with $n = 183$. From 26 – 35 years old category possessed 39.6 % of the total number of respondents, with $n = 147$. From 36 – 45 years old category possessed 8.4 % of the total number of respondents, with $n = 31$. From 46 and above years old category possessed 2.7 % of the total number of respondents, with $n = 10$. While the educational level category was containing, the diploma category possessed 28.8

% of the total number of respondents, with n = 107. The bachelor category possessed 63.6 % of the total number of respondents, with n = 236. The master category possessed 7.5 % of the total number of respondents, with n = 28. Lastly, the experience with internet category contained, From 1 – 3 years of experience category possessed 40.4 % of the total number of respondents, with n = 150. From 4 – 6 years of experience category possessed 29.6 % of the total number of respondents, with n = 110. From 7 – 8 years of experience category possessed 25.3 % of the total number of respondents, with n = 94. From 9 and above years of experience category possessed 4.6 % of the total number of respondents, with n = 17.

Table 1: Respondents profile

	Frequency	%		Frequency	%
Gender			Educational Level	55	45.1
Male	192	51.8	Diploma	107	28.8
Female	179	48.2	Bachelor	236	63.6
			Master	28	7.5
Age			Experience of Using Internet		
18 - 25 years old	183	49.3	From 1 – 3 years	150	40.4
26 - 35 years old	147	39.6	From 4 – 6 years	110	29.6
36 - 45 years old	31	8.4	From 7 – 8 years	94	25.3
46 years old & Above	10	2.7	From 9 and above years	17	4.6

The reliability test of the technology skills and online skills & relationships, and readiness of Libyan students for learning by using MOOC variables show that, there is a great internal consistency for all the variable's items. According to Table 2, the Chronbach Alpha values of the technology skills and online skills & relationships, and readiness of Libyan students for learning by using MOOC variables are equal to 0.760, 0.794, and 0.894 respectively.

Table 2 Reliability test

No	Variable	Items	Cronbach Alpha
1	Technology Skills	3	0.760
2	Online Skills & Relationships	9	0.794
3	The Readiness of Libyan Students for Learning by using MOOC	14	0.894

For the purpose of identifying the relationship between technology skills and online skills & relationships, and readiness of Libyan students for learning by using MOOC, the correlation test is employed. Table 3 shows significant and positive relationships between technology skills and online skills & relationships, and readiness of Libyan students for learning by using MOOC.

Table 3 Correlations Test Analysis

Independent variables		The Readiness of Libyan Students for Learning by using MOOC
Technology Skills	Pearson Correlation Sig. (2-tailed)	.191 .000
Online Skills & Relationships	Pearson Correlation Sig. (2-tailed)	.295 .000

The regression test for this study was implemented to find out the future contribution of the dependent variable based on the independent variables. The multiple linear regression shows that the two variables (technology skills and online

skills & relationships) have significant values less than 0.05 (0.006 and 0.003) which means The Readiness of Libyan Students for Learning by using MOOC is influenced by these three variables in the multiple linear regression model.

Table 4 Regression test for the first dependent variable adequacy feature

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.890	.232		16.558	.000
Technology Skills	.003	.060	.004	4.055	.006
Online Skills & Relationships	.216	.071	.197	3.025	.003

According to the current research, it was found that there are significant and positive relationships between technology skills and online skills & relationships, and readiness of Libyan students for learning by using MOOC. Stating that Pearson correlation values for the variables were (0.191, and 0.295).

In several researches, the concepts used in the Technological Acceptance Model (TAM) and those of various researches (Davis, 1989a, Venkatesh, 1999, Castells, Tubella, Sancho, Díaz, & Wellman, 2002, Silvio, 2003, Rodríguez-Conde, Martínez-Abad, & Olmos-Migueláñez, 2013, Ramírez-Martinell, Casillas, & Ojeda, 2013), since the TAM since its inception has helped explain the adoption of the information systems used in small, medium and large companies and in various educational institutions. This in order to have a unified vision of the technological skills possessed by university students.

The goals to achieve to dispel the technological gap have become unattainable for many nations, so it is important to facilitate access to digital devices and the Internet, and also to take actions to reduce the knowledge gap. Now, we are also facing inequality in terms of the technology knowledge of the citizens of the countries. Tello (2007) reinforces the idea that knowledge opens the doors for the design, production, import and export of technologies that meet the needs of each place.

To base the data shown in this study, the models and theories that have been used to explain the acceptance of technology by users were examined and a link was made between the variables of the Technology Acceptance Model (Davis, 1989b) and proposals in the project "Digital divide between students and professors of the Universidad Veracruzana: cultural capital, school trajectories and academic performance, and degree of technological appropriation" (Ramírez-Martinell, Casillas & Ojeda, 2013).

The results obtained by the students of the USAC that participate in the mixed modality provide valuable data for higher education institutions, because it is corroborated that the combination of face-to-face education and online education generates a robust modality that offers excellent opportunities for society and that has been called: mixed or combined education.

The integration of the different educational modalities in higher education has forced the strengthening of the technological infrastructure and expansion of connectivity to the Internet, which has also involved extensive work in terms of training of teachers and students in the use of technology (TIC).

In accordance to the current study results and based on the correlation test, it was found that the technology skills has a positive and significant influence on the readiness of Libyan students for learning by using MOOC, where correlation ($P \leq 0.01$), noting that ($r=0.191$) and ($p=0.000$). Also based on the regression test, technology skills factor has a significant and negative influence on the claims in construction projects in Malaysia ($\beta=0.004$, $t=4.055$, $p=0.006$).

In accordance to the current study results and based on the correlation test, it was found that the online skills & relationships has a positive and significant influence on the readiness of Libyan students for learning by using MOOC, where correlation ($P \leq 0.01$), noting that ($r=0.295$) and ($p=0.000$). Also based on the regression test, online skills & relationships factor has a significant and positive impact on the readiness of Libyan students for learning by using MOOC ($\beta=0.197$, $t=3.025$, $p=0.003$).

7. Conclusion

The field of learning and studying in educational institutions by using technology is a very important field because technology provides more advantages to the learning process than the traditional way of learning. Technologies provide more knowledge and almost comprehensive level of understanding for students. The application of massive open online course (MOOC) is considered as a way of the use of technology and Internet in the learning process. According to the literature, MOOC is a very good tool to increase the knowledge of students and to motivate them more towards their studies.

This research was developed for the purpose of finding out the impact of technology skills and online skills & relationships on the readiness of Libyan students for the use of MOOC in their process of studies. The research has developed a literature review in the field of MOOC and its factors for success. After that, the methodology of the research was also developed. The data was collected from 377 Libyan students. The results showed that there are positive and significant relationships between technology skills, online skills & relationships and the readiness of Libyan students for the use of MOOC.

References

- Alzain, A. M., Clark, S., & Ireson, G. (2014). Libyan Higher Education system, challenges and achievements. Paper presented at the Engineering Education (ICEED), 2014 IEEE 6th Conference on.
- Barba, P. d., Kennedy, G. E., & Ainley, M. (2016). The role of students' motivation and participation in predicting performance in a MOOC. *Journal of Computer Assisted Learning*, 32(3), 218-231.
- Brinton, C. G., Chiang, M., Jain, S., Lam, H., Liu, Z., & Wong, F. M. F. (2014). Learning about social learning in MOOCs: From statistical analysis to generative model. *IEEE transactions on Learning Technologies*, 7(4), 346-359.
- Cabero, J. (2006). Pedagogical bases of e learning. *Journal of University and Knowledge Society*, 3 (1). Retrieved from <http://www.uoc.edu/rusc/3/1/dt/esp/cabero.pdf>.
- Caglar, E. and Montes, S.A., 2012. The usability of university websites—a study on European University of Lefke. *International Journal of Business Information Systems*, 11(1), pp.22-40.
- Castells, M., Tubella, I., Sancho, T., Diaz, I., and Wellman, B. (2002). The transition to the red society in Catalaunya (Final study report) (page 273). Barcelona: Open University of Catalonia, Internet Interdisciplinary Institute (IN3) and Generalitat de Catalunya. Retrieved from http://www.uoc.edu/in3/pic/esp/pdf/pic1_volum1.df.
- Catts, R., & Lau, J. (2008). Towards information literacy indicators. UNESCO: Paris.
- Chauhan, A. (2015). Beyond the Phenomenon: Assessment in Massive Open. Macro-Level Learning through Massive Open Online Courses (MOOCs): Strategies and Predictions for the Future: Strategies and Predictions for the Future, 119.
- De Waard, I., Abajian, S., Gallagher, M.S., Hogue, R., Keskin, N., Koutropoulos, A. and Rodriguez, O.C. (2011), "Using mLearning and MOOCs to understand chaos, emergence, and complexity in education", *The International Review of Study in Open and Distributed Learning*, Vol. 12 No. 7, pp. 94-115.
- Duke, B., Harper, G. and Johnston, M., 2013. Connectivism as a digital age learning theory. *The International HETL Review*, 2013(Special Issue), pp.4-13.
- Eisenberg, M. B. (2010). Information literacy: essential skills for the information age. *Journal of Library & Information Technology*, 28(2), 39-47.
- Elkaseh, A. M., Wong, K. W., & Fung, C. C. (2016). Perceived ease of use and perceived usefulness of social media for e-learning in Libyan higher education: A structural equation modeling analysis. *International Journal of Information and Education Technology*, 6(3), 192.
- Follis, C. (2015). VARIABLES PREDICTING THE RETENTION OF COMMUNITY COLLEGE STUDENTS IN ONLINE COURSES _ A Dissertation presented to. University of Missouri-Columbia.
- Freitas, S. I., Morgan, J., & Gibson, D. (2015). Will MOOCs transform learning and teaching in higher education? Engagement and course retention in online learning provision. *British Journal of Educational Technology*, 46(3), 455-471.
- Karchmer, R. A. (2001). The journey ahead: Thirteen teachers report how the Internet influences literacy and literacy instruction in their K-12 classrooms. *Reading Study Quarterly*, 36, 442-467.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for study activities. *Educational and psychological measurement*, 30(3), 607-610.
- Imabruk Abdelsadeq, Z. A., Ismail, S., & Abdullah, Z. H. (2014). Study of the Availability and Awareness of E-services in Higher Education in Libya. Paper presented at the The Third International Conference on E-Learning and E-Technologies in Education (ICEEE2014).
- OECD. (2016). Programme for international student assessment.
- Portillo, L. (2000) Use of telematic services for teaching and study purposes, by professors of the Faculties of Humanities and Education and Architecture of the University of Zulia Thesis for the title of Magister Scientiarum in Sciences of the Communication and Information Maracaibo: Post Degree from the University of Zulia.
- Ramírez-Martinell, A., Casillas, M., and Ojeda, M. (2013). Digital divide between students and professors of the Universidad Veracruzana: Cultural capital; school trajectories and academic performance; and degree of technological appropriation. Retrieved from http://www.uv.mx/blogs/brechadigital/files/2013/0/proyecto_brecha_digital_2013_11.pdfMonroy, F. (2002) "The war of the messages". *Magazine Manager*, 182.
- Rodríguez-Conde, M.-J., Martínez-Abad, F., and Olmos-Migueláñez, S. (2013). Evaluation of informal skills in secondary education: a causal model. *Culture and Education*, 25 (3), 361-373.
- Saettler, P., 2004. The evolution of American educational technology. IAP.
- Siemens, G., Gašević, D., & Dawson, S. (2015). Preparing for the digital university: a review of the history and current state of distance, blended, and online learning. Athabasca: Athabasca University. Retrieved from <http://linkresearchlab.org/PreparingDigitalUniversity.pdf>.

- Silvio, J. (2003). Trends in Virtual Higher Education in Latin America and the Caribbean. In Virtual Higher Education in Latin America and the Caribbean. IESALC / UNESCO. Retrieved from <http://tecnologiaedu.us.es/cuestionario/bibliovir/ducVirtual.pdf>.
- Tschafen, C. and Mackness, J., 2012. Connectivism and dimensions of individual experience. *The International Review of Research in Open and Distributed Learning*, 13(1), pp.124-143.
- Väljataga, T. and Laanpere, M., 2010. Learner control and personal learning environment: a challenge for instructional design. *Interactive Learning Environments*, 18(3), pp.277-291.
- Villasana, N. and Dorrego, E., 2007. Social skills in virtual collaborative work environments.
- Yuan, L., Powell, S., & CETIS, J. (2013). MOOCs and open education: Implications for higher education.
- Zou, M. (2016). Exploration of Application Mode of the MOOC-based Distance Education Mode in Digital Illustration. *International Journal of Emerging Technologies in Learning*, 11(9).